



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 512730

DfES Number: 553856

INSPECTION DETAILS

Inspection Date 23/03/2004
Inspector Name Valerie Craven

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Sunbeams Private Day Nursery
Setting Address Austhorpe Lane
Leeds
West Yorkshire
LS15 8TP

REGISTERED PROVIDER DETAILS

Name The partnership of Sunbeams Ltd 4210006

ORGANISATION DETAILS

Name Sunbeams Ltd
Address Sunbeams
Clifford Road, Boston Spa
Wetherby
West Yorkshire
LS23 6DB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Sunbeams Private Day Nursery first opened in September 2001, and provides full day care for the locality and surrounding areas. It is located on the outskirts of Leeds in West Yorkshire. This nursery forms one of two nurseries owned by a private company, referred to as Sunbeams Ltd. It is managed on a day-to-day basis by the nursery manager. Care takes place in a single storey purpose built building, set in the grounds of Austhorpe Primary School. The nursery building has disabled access and contains disabled toilet facilities. Children are organised according to their age, including the funded children, who spend most of their time in the Hungry Hippo's room. They have supervised access to a secure outdoor play area and the nursery toilet facilities.

The nursery has 102 children currently on roll, consisting of children from three months up to five years old. This includes 20 three-year-olds in receipt of funding, and 2 four-year-olds in receipt of funding. None of the funded children have been identified as having special educational needs, or are learning English as an additional language. The nursery provides full-time and part-time places, and is open throughout the year. It closes only for Bank Holidays and during the Christmas festival. Daily sessions start at 8.00 am and finish at 6.00 pm.

There are five members of staff who work with the funded children. This includes four who are full-time and one who is part-time. All of the staff hold recognised qualifications in childcare and early years education. Staff receive support from the local Early Years Development and Childcare Partnership, including support from a visiting advisory teacher, and opportunities to attend locally organised training courses.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Sunbeams Private Day Nursery is a very popular setting that serves the locality and surrounding areas well. It creates a welcoming and inviting environment for children to settle and learn. Children who are three-years-old and four-years-old are making generally good progress overall towards the achievement of the early learning goals. They are making very good progress in the areas of communication, language and literacy, knowledge and understanding of the world, physical development and creative development. Generally good progress is made in the areas of personal, social and emotional development, and mathematical development.

Quality of teaching is generally good. Staff use a range of appropriate teaching methods that are suitable to help all children to progress. This includes an emphasis on 'learning through play', incorporating many sensory and practical activities, also exploration and investigation activities. There is, however, a limited range of strategies used by the staff to foster children's positive behaviour.

Leadership and management is generally good. There is clear vision and direction, also a high level of ambition in the nursery. This is reflected well in the range of awards successfully achieved, including the 'Investor In Children' award and the 'Leeds Quality Assurance' award. There is, however, scope to continue to make regular and detailed assessments of the current strengths and weaknesses of the pre-school provision.

Partnership with parents and carers is very good. They are encouraged to be actively involved in their child's learning, often through 'in-house' training sessions focusing on the Foundation Stage, and are given a good quality booklet containing useful ideas about how they can support their child's learning at home. Parents are encouraged to share what they know about their child, are informed about their child's achievements and progress, and are given good information about the nursery and its provision.

What is being done well?

- Staff's use of a range of appropriate teaching methods that are suitable to help all children to progress. This includes an emphasis on 'learning through play', incorporating many sensory and practical activities, also exploration and investigation activities.
- The clear vision and direction, also the high level of ambition in the nursery. This is reflected well in the range of awards successfully achieved, including the 'Investor In Children' award and the 'Leeds Quality Assurance' award.
- Children's good relationships with each other and the staff, shown well during small group work activities, such as when completing a large jigsaw puzzle together, taking turns and sharing the resources fairly.

- Children's ability to speak clearly, and to listen and respond with enjoyment. This is shown well during story times, enhanced by the captivating way that stories are presented, and the regular use of a 'story bag'.
- Children's developing understanding of simple subtraction. This is featured well during singing activities, including singing favourite songs such as 'five currant buns in a baker's shop', when one bun is taken away at a time.
- Parent's active involvement in their child's learning, often through 'in-house' training sessions focusing on the Foundation Stage, and when given a good quality booklet containing useful ideas about how they can support their child's learning at home.

What needs to be improved?

- development of children's personal independence skills
- children's ability to count reliably up to 10 everyday objects, and their understanding of simple addition when two groups of objects are combined, particularly through practical activities
- range of strategies used by the staff to foster children's positive behaviour
- frequency of detailed assessments of the current strengths and weaknesses of the pre-school provision.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have formed good relationships with each other and the staff, shown well during small group work activities, such as when completing a large jigsaw puzzle together, taking turns and sharing the resources fairly. They have a good level of self-confidence, and are willing to try new activities. There are, however, limited opportunities for children to develop their personal independence skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing their ability to speak clearly, and to listen and respond with enjoyment. This is shown well during story times, enhanced by the captivating way that stories are presented, and the regular use of a 'story bag'. They are able to link sounds and letters, often when handling resources, and through matching and pairing activities, and are encouraged to attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their understanding of simple subtraction. This is featured well during singing activities, including singing favourite songs such as 'five currant buns in a baker's shop', when one bun is taken away at a time. There are, however, limited opportunities for children to develop their ability to count reliably up to 10 everyday objects, and their understanding of simple addition through practical tasks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore and investigate, such as natural objects, including stones and shells when handling magnifying glasses, also the various plants, herbs and seeds, all well featured in the outdoor garden area. They are skilful at designing and making, and enjoy operating a range of 'power tools', and are developing an understanding of people around the world through the celebration of different festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing their small muscles and manipulative skills, often through handling a range of tools, objects, construction and malleable materials, including art and craft tools, mark-making and writing implements. They are developing an awareness of space, enhanced through the occasional use of the adjacent school's spacious outdoor play facilities, and are skilful at operating large equipment during outdoor activities.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to respond in a variety of ways using their senses, such as their sense of touch, when handling and describing a range of displayed objects. They are able to describe what different foods taste like, including recording whether they liked or disliked each by making a 'tick' or 'cross' on a piece of paper, and can explore many different kinds of textures, often as part of collage work, or when handling objects.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Staff should address the following key issues in their action plan:
- provide further opportunities for children to develop their; personal independence skills, ability to count reliably up to 10 everyday objects, and their understanding of simple addition when two groups of objects are combined, particularly through practical activities
- extend the range of strategies used by the staff to foster children's positive behaviour
- continue to make regular detailed assessments of the current strengths and weaknesses of the pre-school provision.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.